

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

402 W Narramore, Buckeye, AZ 85236

Buckeye Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing
2004-05	Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Bernie Garcia  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 9-12  
 Web Address : www.buhsd.org  
 Phone Number : (623) 386-1072  
 Fax Number : (623) 386-1340  
 E-mail : bgarcia@buhsd.org

### Mission

The mission of the Buckeye Academy is to empower at-risk students to achieve academic success in an alternative environment replete with unique opportunities and challenges. The focus is on developing the whole student academically, emotionally, socially, and behaviorally. The small size of the school fosters a sense of community and promotes personal interaction between students and teachers.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	N/A

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To provide experiential education, an integrated curriculum, and vocational skills development to ensure all students master AZ Academic Standards.
- ü To provide quality education to Buckeye Union High School District students who need unique learning resources other than those provided at the traditional district campuses.
- ü To provide vocational training and assist students in the job application process including identifying and applying for jobs, completing application forms, writing resumes and cover letters.

### Enrollment

October 1, 2005 School Year Student Enrollment : 72  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Alternative Education
- Ü Technology Based Learning
- Ü Differentiated Instruction

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

To ensure classroom instruction focuses on mastery of the AZ Academic Standards; to provide an enriched learning environment; and to provide a welcoming environment that actively encourages parents as partners in the learning process.

### Parents

To partner with the school in the education of their child. This includes support for student attendance and fostering positive attitudes toward education.

## Transportation Policy

The district provides bus transportation for those living outside of the Buckeye city limits. Transportation is a service and privilege that is not required of the school district and can be revoked.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	547	71130	90	98	95	672	706	701	56	16	23	17	10	13	17	58	51	11	15	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	262	35465	100	98	96	672	705	702	50	16	21	17	11	13	25	61	53	8	13	13
Male	NC	285	35648	NC	99	94	NC	707	701	NC	17	24	NC	9	12	NC	56	50	NC	18	14
African American	NC	23	3868	NC	96	95	NC	697	686	NC	13	33	NC	13	17	NC	70	45	NC	4	6
Hispanic	10	201	25103	100	100	95	NA	696	685	NA	22	34	NA	12	16	NA	57	45	NA	9	5
Asian/Pacific Islander	--	10	1805	--	100	98	--	NA	731	--	NA	9	--	NA	7	--	NA	50	--	NA	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	NC	307	36075	NC	97	95	NC	713	715	NC	13	12	NC	8	9	NC	59	58	NC	20	21
Students with Disabilities	NC	41	5862	NC	85	71	NC	655	658	NC	63	63	NC	22	15	NC	15	20	NC	NA	2
Students without Disabilities	14	506	65268	93	99	98	678	710	705	50	12	19	14	9	12	21	62	54	14	17	15
Limited English Proficient Students	--	15	4859	--	100	93	--	673	662	--	53	64	--	7	15	--	40	20	--	NA	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	NC	150	22957	NC	97	93	NC	696	685	NC	20	34	NC	14	17	NC	57	44	NC	9	5
Non-Economically Disadvantaged	15	397	48173	88	99	96	674	710	709	53	15	17	20	9	11	13	59	55	13	18	18

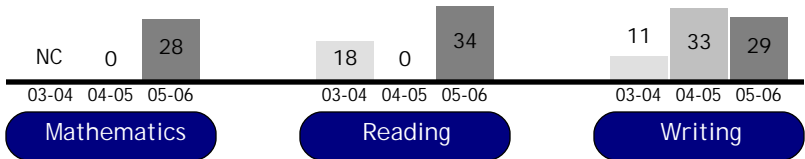
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	551	73018	91	98	97	674	704	703	10	3	6	57	21	23	29	69	64	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	262	36181	83	97	97	NA	706	708	NA	2	4	NA	20	21	NA	73	65	NA	5	9
Male	11	289	36816	100	98	96	672	702	699	18	5	7	36	22	24	45	66	62	NA	7	7
African American	NC	22	3976	NC	100	96	NC	704	689	NC	NA	8	NC	18	29	NC	82	59	NC	NA	3
Hispanic	11	204	25801	100	100	96	683	688	683	18	4	10	36	33	34	36	60	53	9	2	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	NC	309	37024	NC	96	97	NC	714	721	NC	3	2	NC	15	12	NC	74	73	NC	8	13
Students with Disabilities	NC	43	7170	NC	84	85	NC	652	654	NC	21	23	NC	58	47	NC	21	29	NC	NA	1
Students without Disabilities	17	508	65848	94	99	98	681	708	708	6	2	4	53	18	20	35	73	67	6	6	9
Limited English Proficient Students	--	15	5099	--	100	95	--	651	641	--	NA	29	--	93	59	--	7	12	--	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	NC	151	23912	NC	96	94	NC	690	681	NC	5	10	NC	32	36	NC	58	52	NC	4	2
Non-Economically Disadvantaged	18	400	49106	95	98	98	679	710	714	6	3	4	56	17	16	33	74	69	6	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	552	72810	91	98	96	653	684	685	14	6	6	57	29	30	29	61	58	NA	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	263	36111	92	97	97	665	695	695	18	2	4	36	22	23	45	70	65	NA	6	8
Male	10	289	36678	91	98	95	NA	674	674	NA	9	9	NA	35	36	NA	54	52	NA	2	3
African American	NC	24	3962	NC	100	96	NC	680	675	NC	8	8	NC	17	33	NC	75	55	NC	NA	3
Hispanic	11	201	25735	100	99	96	658	677	669	9	6	10	55	37	41	36	54	48	NA	2	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	NC	312	36915	NC	97	97	NC	689	697	NC	5	3	NC	25	21	NC	65	67	NC	5	8
Students with Disabilities	NC	45	7071	NC	88	84	NC	623	634	NC	36	24	NC	40	53	NC	22	21	NC	2	1
Students without Disabilities	17	507	65739	94	99	98	661	689	689	NA	3	4	71	28	27	29	65	62	NA	4	6
Limited English Proficient Students	--	15	5046	--	100	94	--	636	621	--	13	31	--	87	56	--	NA	12	--	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	NC	152	23814	NC	97	94	NC	672	667	NC	7	10	NC	40	41	NC	53	47	NC	1	2
Non-Economically Disadvantaged	17	400	48996	89	98	97	652	689	693	18	6	4	47	25	24	35	65	64	NA	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	15	NA	42	75	11	50	51	NC	NC	50	52
	Language	100	10	35	42	75	11	48	50	NC	NC	48	50
	Mathematics	100	31	62	63	75	24	47	50	NC	NC	46	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

#### Council Duties

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	1.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	71%

### Resources Available at School Site

#### Special Facilities

Ü Computer Lab

#### Extracurricular Activities

Ü Sports coordination with Buckeye UHS

Ü Student Council

#### Social Services

Ü Counseling Services Coordination

Ü Health Services Coordination

Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Increased Graduation Rate by 35%.

ü Past graduates enlisted in the armed forces and enrolled in college to continue their education.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	91	95	94	95
Promotion Rate <sup>5</sup>	35	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school-wide discipline plan is enforced to promote a safe and positive learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Bernie Garcia	(623) 386-1072
School Nutrition Programs	Jeff Simmons	(623) 386-9703
Parent Organization		
Student Health/Nurse	Marge Nelson	(623) 386-9756

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.